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# OT 615 Minor Prophets

David Loren Thompson

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## Syllabus

**Course:** OT(IBS)615 W1 (SP 2009)

**Title:** Minor Prophets

**Hours:** 3.00

**Published:** Yes, on 01/22/2009

**Prerequisites:**

NT(IBS)51x and OT501

- or -

OT501†

† indicates this may be fulfilled as a co-requisite.

**Department:** OT Inductive Bib Studies

**Faculty:** Dr. David Thompson



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Office:

SPO: 929

### Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday and Thursday from 9:30a to 10:45a in M304.

**Maximum Registration:** 40

**Catalog Description:** Book studies of the Minor Prophets which build on the methodology of the first Inductive Bible Study course by further use of what has been previously learned and by emphasizing the study of books as wholes. Accordingly, there is a special focus on the initial survey of books as wholes, the interpretation of parts of books in the context of the book as a whole, and the synthesis of books. In addition, attention is given to thinking, valuing, and living biblically by learning how to apply Scripture to life and ministry. It intentionally incorporates the grammatical analysis of the Hebrew language into the inductive process. (May be taken by students in M.A. programs not requiring Hebrew by special arrangement with the professor.)

### Objectives:

OT(IBS)615 0209

ASBURY THEOLOGICAL SEMINARY  
Department of Inductive Biblical Studies

OT(IBS)615 3 hours David L. Thompson

OT(IBS)615 (Inductive Biblical Studies) Spring 2009

Prerequisite: NT(IBS) 510 or 511

### GENERAL COURSE DESCRIPTION

This course is a study of the Minor Prophets that builds on the methodology of the first Inductive Biblical Studies course by further use of the skills learned there and by emphasizing the study of books as wholes. Accordingly, there is special focus on the initial survey of books as wholes, the interpretation a) of parts of books in the context of the books as a whole and b) of the books themselves as wholes. In addition, increased attention is given to thinking, valuing and living biblically by placing individual passages within their larger canonical contexts and by applying Scripture to life and ministry.

### COURSE OBJECTIVES

**A. Methodology.** By the end of the course the student should be able evidentially and contextually to:

1. Interpret books-as-wholes and any of their parts in light of the whole;
2. Evaluate and appropriate passages thus interpreted;
3. Correlate by articulating the major claims of each biblical book studied as both distinct from and related to those of other biblical books, heading toward biblical theology at various discrete levels of book, corpus, testament, and canon.
4. Describe the essential methodological aspects of Inductive Biblical Study.

**B. Content.** By the end of the semester the student shall be able to:

1. Trace the development contents of each book of the Minor Prophets studied in the course without recourse to the printed text, identifying major passages and delineating major themes;
2. Relate major concerns of the prophets to contemporary theological agendas, especially those of Wesleyan theology;
3. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Minor Prophets;
4. Use a general knowledge of the historical and religious background of the Minor Prophets in the interpretation of these books.

**C. Attitude.** By the end of the semester the student should desire and intend to:

1. Apply the inductive method to other biblical books;
2. Make the Minor Prophets the object of life-long study;
3. Use the Minor Prophets as a resource for preaching, teaching and living.

**D. General Curricular Contribution.** In addition to meeting the objectives more narrowly assigned to this course as part of the biblical studies curriculum, by the end of the semester, students will:

1. Relate their understanding of the Minor Prophets to the larger theological curriculum and the humanities in general;
2. Relate their interpretation of the Minor Prophets to the global and historical character of the church and to the multi-cultural and cross-cultural nature of ministry;

## EXT, READINGS AND CLASS RESOURCES

### A. Required Texts and Materials

**Note the Òeither-orÓ entries in this list. M.A. students other than M.A.B.S. see no. 8.**

1. **A standard contemporary English translation.** Revised Standard Version of the Bible, or some other contemporary, standard (non-paraphrasing) version such as The New Revised Standard Version of the Bible, New American Standard Bible, with minimal editorial clutter in the layout.

2. **A Masoretic text of the Hebrew Bible.** Either Biblia Hebraica Stuttgartensia, 4th ed. Stuttgart: Deutsche Bibelgesellschaft, 1990, **or** The NIV Interlinear Hebrew-English Old Testament. John Kohlenberger III, editor. Zondervan, 1993, **or** its equivalent.

3. Bible Study That Works. Revised edition. Evangel Press, 1994. David L. Thompson. *Do not use the 1982 edition for class!*

4. An Annotated List of Biblical Resources for Ministry. Hendrickson, 2003. David R. Bauer.

#### 5. A concordance of the Hebrew Bible

Either Even-Shoshan, A New Concordance of the Old Testament, Baker,  
**or** G. V. Wigram, The New EnglishmanÓs Hebrew Concordance, Hendrickson  
**or** BibleWorks with its concordance search capability,  
**or** the equivalent of these.

#### 6. A lexicon of the Hebrew Bible

Either M. E. J. Richardson, The Hebrew & Aramaic Lexicon of the Old Testament, Brill, 1999.  
**or** William Holladay, A Concise Hebrew and Aramaic Lexicon of the Old Testament, Eerdmans,  
**or** BibleWorks, with its lexical capabilities (outdated but OK for preliminary definition for this class).

#### 7. A Syntax of Biblical Hebrew

A Guide for the Perplexed **or** A Guide to the Syntax of Biblical Hebrew by Bill Arnold and John Choi, 2002.

8. **M.A. students other than M.A. B.S.** would probably be best served in a lexicon by The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon (Hendrickson, 1979), in a concordance by The New EnglishmanÓs Hebrew Concordance (Hendrickson) or by software such as BibleWorks. A Hebrew text and the syntax of biblical Hebrew are not required for these students.

### B. Recommended for Reading/Research

The following commentary series are enthusiastically recommended for use. While there are both superior and less stellar volumes in each series, they are on the whole very useful and should be consulted for work in this course. In alphabetical order:

Anchor Bible (Doubleday)

Interpretation (John Knox)

New International Bible Commentary (Hendrickson)

New International Commentary on the Old Testament (Eerdmans)

McComiskey, T. E. The Minor Prophets, 3 vols. (Baker)

Tyndale Old Testament Commentaries (InterVarsity)

Word Biblical Commentary (Word)

For more specific bibliography see Bauer's Biblical Resources.

### C. History Collateral Reading and Self-Exam Chart

1. Reading. Thompson, J. A., "History of Israel," Zondervan Pictorial Encyclopedia of the Bible, vol. 3, pp. 335-354, especially pp. 343 ff. or some equivalent article of your choice, such as those on "The History of Israel" by C. F. Pfeiffer (International Standard Bible Encyclopedia, [1982] 2:908-924), H. H. Rowley (Interpreter's Dictionary of the Bible, 2:750-765), or entries in The Anchor Bible Dictionary, III:526-576. See below for required "self-examination" due by February 26 (R).

#### 2. Self-Exam based on collateral reading in C.1.

Using the Appendix VI, "History of Israel," as a study guide, and studying The Anchor Bible Dictionary, III:526-576 or Thompson's article in ZPED or the equivalent readings, the student shall gain sufficient mastery of the historical setting of the minor prophets to: 1) date each of the prophets by correlation with their major biblical and extra-biblical contemporaries, and 2) place them in the flow of major events of their world.

To express this competence the student shall :

1) Make a rough-draft, historical chart which includes these major persons and events (*hand written* on a single legal sized sheet of paper) and

2) Invest a least one-half hour in explaining this chart and the history it presents to another person or conferring intentionally with another person (perhaps a colleague from this class) about the chart.

DO follow the above instructions (i.e., no ten page works of art, please).

*Report the person and the date and time of the above presentation*, and submit with your chart and Thompson reading report no later than **February 12**.

### Exception to III.C History Collateral and Self-exam!!

If you have already earned graduate or undergraduate credit in a course specifically in the history of Israel and the majority of the items in Appendix VI are known to you:

1. Invest a minimum of 4 hours reading in a recent, significant text on the history and/or culture of Israel (e.g., those by John Bright, Miller & Hayes) or a work like Matthews and Benjamin's *Social World of Ancient Israel: 1250-587 BCE* (see bibliography) or other works listed in the bibliography section D.

2. Report that reading (February 26) instead of the history self-exam, with a 500 interaction with the main items of interest to you in the reading.

### D. Extra-credit Research and Bibliographic Review Opportunities

1. Students wishing to earn extra credit should request an extra credit assignment sheet from the instructor. It outlines an approximately 15 hour investment whereby a semester grade can be raised one level (e.g., A- to A). Due 5:00 P.M. the last day of the semester, May 22 (F).

2. Readings with book survey lessons, for extra credit on given lessons. See Lesson III instructions.

### E. On-line Resources

The following (and other) materials will appear in an email (First Class) folder in your campus, First Class, e-mail desktop.

¥ PowerPoint slides and other documents. Copies of the Power point overheads/slides and other materials we use in class will be lodged here.

¥ Prophetic materials studies. Some selected studies I have done on prophetic texts but which we will not use in class will be found here.

INSTRUCTIONS FOR USE. Materials we will use in class will in some cases be posted here long before their use in class.

¥ You should consider these materials secondary sources.

¥ They should be consulted only after you have done your own work and then only with proper documentation and critical interaction. Undocumented use of these materials will be considered plagiarism. These materials are not a substitute for interaction with regularly published secondary sources.

### F. Library Reserve Resources.

¥ Traina, R. Methodical Bible Study.

¥ Matthews, V. H. & D. C. Benjamin. Social World of Ancient Israel 1250-587 BCE.

¥ Arnold, B. T. and B. E. Beyer. Readings from the Ancient Near East.

## COURSE PROCEDURES

### A. Inductive Studies of the Minor Prophets.

The most important part of the course will be the student's own, independent, direct studies of the Minor Prophets, due at class time and on the dates assigned.

A word about **Independent**. It is understood that these lessons are primarily to be notes of the student's own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works during the course of study and to more interpretive works only after considerable interpretive study of one's own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. When secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that undocumented use of significant information and ideas from interpretive or introductory resources will be considered plagiarism. **Plagiarism** will lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course.

**Note for international students.** Students from cultures where extensive, undocumented use of secondary sources is acceptable or even preferred should give particular notice to this aspect of North American scholarly expectations. We sympathize with the growth and adaptation that working in this environment may involve at this point, and we will do our best to help you here. You will nevertheless be accountable for Asbury Seminary's policies in this regard and for following instructions of this syllabus. **Independent** here excludes reference to any previous student's work in the course and to lecture notes from any previous semester of OT(IBS)615. These notes are off limits for use in this class. It is assumed that all work submitted for this course is the student's own work, done specifically for this section of OT(IBS)615, and not previously submitted as part of any other course's requirements. Exceptions to these procedures, when group study is suggested, will be clearly announced.

**Group consultation.** In early stages of the course where group consultation is encouraged, students should still aim to participate in these consultations as independent contributors. Group participants will not simply reproduce and submit each other's work as their own and will not divide up the tasks to make together a group project.

### B. Format for Submission of Papers.

To facilitate handling by my office and especially by the SPO:

**Each lesson** should contain a cover page with only the following information on it and with that information placed in the UPPER RIGHT CORNER:

¥ Student's SPO (large and clear "font")

¥ Student's name (large and clear "font")

¥ Lesson numeral and page number (IV-1, IV-2)

¥ Date due/Date completed, e.g., "Due February 11 / Done February 10"

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper clip every multi-sheet work submitted.

*The placement (upper right corner, front page) and order of this information (SPO, name) are important for SPO handling. Do not center your name and SPO down in the middle of the cover page.*

Please write/print on one side only of paper.

### C. Evaluation and Feedback

1. Lessons. All lessons are due, complete at class time as assigned on the dates posted with each separate lesson. Selected lessons of those submitted will be graded and returned in timely fashion for written feedback.

2. Classroom instruction and interaction. Main source of feedback.

3. Peer consultation. Group work will be encouraged on several lessons (probably II, III, V, and VII) to make insights and instruction from colleagues available.

### D. Grade Components and Criteria.

1. Lessons, readings attendance

Participation 05%

Lessons I-II 15%

Lessons III-VI 20%

Lessons VII-X 30%

Lesson XI-XIII 30%

2. Grading Criteria and Criteria of Excellence

The stated course objectives and the directions in the appendixes, especially Appendixes I, II and V provide the bases of evaluation. Careful attention should be paid particularly to the appended materials.

3. Assessment Reflected in Grade

(See the current Academic Catalog for grade values.)

A = Exceptional work: surpassing, markedly outstanding achievement of course objectives

B = Good work: strong, significant achievement of course objectives

C = Acceptable work: basic, essential achievement of course objectives

D = Marginal work: inadequate, minimal achievement of course objectives

F = Unacceptable work: failure to achieve course objectives

4. Class attendance and completion of lessons. See "course requirements" below.

5. Late work. Work submitted late will not be accepted except in cases of emergency or by special arrangement with the professor.

### E. Course Requirements

1. Completion and submission of all assignments and lessons in writing as assigned. All lessons must be completed to earn credit in the course.

2. Punctual attendance at all classes for the entire class, including the final session. This class carries a *Zero fault* attendance policy. No absences are excused, because absence is the issue, not the reason. Absences can be made up by arrangement with the professor. Plan now to attend the final exam session, which we will use to do important integrative work.

### DUCTIVE STUDIES IN THE MINOR PROPHETS

*Suggestions:*

1. *Read through an entire assignment before beginning it.*

2. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*

#### Group One 15% Lessons I - II

#### LESSON I. SYLLABUS, FOUNDATIONS AND ORIENTATION

1. Syllabus. Read through the syllabus immediately, establishing the base of your accountability for acquaintance with its contents. Give special attention to Sections I - IV and V and Appendixes I, II and V. (DUE February 12)
2. Hermeneutical orientation. Read Bible Study That Works, revised edition. Write a 600 word, typed, critical interaction with the work. Note and then briefly elaborate on three things you learned from the reading. Do the same with three significant hermeneutical or theological questions raised for you by the reading. (DUE February 12)  
  
 ¶ *If you have already read BSTW,*  
 a) read 100 pages of most interest to you in Robert Traina, Methodical Bible Study, and write the critical interaction; **or**  
 b) select another text (or equivalent portion thereof) from Bibliography A to read and interact on the same schedule as BSTW.
3. Historical orientation. History Self-Exam (chart) and Collateral Report. Follow instructions in Section III.C above. (DUE February 26)
4. Cultural orientation. Read the table of contents, part 1, chapter 4, and part 4, chapters 16-18, in Arnold & Beyer, Readings From the Ancient Near East (Baker, 2002). The book is on library reserve. Write a 600 word theological/cultural interaction with what you've read here and submit it no later than with Lesson IV (DUE March 5)

#### LESSON II SURVEY OF BOOKS AS WHOLES: JONAH

Apply the instructions regarding the survey of books as wholes to the book of Jonah.

#### Group Two 20% Lessons III - VI

#### LESSON III SURVEY OF BOOKS AS WHOLES: JOEL

1. Apply the instructions regarding the survey of books as wholes to the book of Joel.
2. Remember your history self-exam is due with this lesson.

**FOR EXTRA CREDIT (e.g., B to B+, B+ to A- on given lesson) ON ANY SURVEY LESSON WE DO DURING THE SEMESTER**

¶ **After** (repeat, *after*) you have completed and written up your own survey, read the introductory sections relating to this biblical book in *two critical introductions* to the OT **or** *two major, contemporary critical commentaries* of your choosing.

¶ Include bibliographic reference (author, title, publisher, date) and reading notes on these works in a section of your lesson clearly entitled "Extra Credit Reading on the book of [name the biblical book]."

#### LESSON IV. SURVEY OF BOOKS AS WHOLES: AMOS

1. Apply the instructions regarding survey of books as wholes to this book.
2. Remember the interaction with Arnold & Beyer's text is due now.

#### LESSON V. DETAILED INTERPRETATION. JOEL 2:32

Apply the instructions regarding detailed interpretation to this strategic passage.

#### LESSON VI. SURVEY OF THE BOOK OF HOSEA:

Apply the instructions regarding survey of books as wholes to this book.

#### GROUP THREE: 30%

## LESSONS VII – X

## LESSON VII. DETAILED INTERPRETATION &amp; EVALUATION HOSEA 2:2-20

1. Interpret this strategic passage following instructions for detailed interpretation. Then
2. Apply instructions for evaluation of the claims of this strategic passage.

## LESSON VIII. SURVEY OF BOOK OF ZEPHANIAH:

Apply instructions for survey of books as wholes to this book.

## LESSON IX DETAILED INTERPRETATION &amp; EVALUATION OF HABAKKUK 2:4A.

*QUICKLY* SKETCH THE *GENERAL* THOUGHT-FLOW OF THE BOOK OF HAB. AS A WHOLE.

1. Interpretation. Apply instructions for detailed interpretation to this strategic passage.
2. Evaluation. Select one of your passage's major claims and evaluate it in order to determine the manner in which it speaks cross-culturally. Use distributed instructions for evaluation.
3. List the major theological claims this text *as evaluated* makes upon Christian readers of the present world.

## LESSON X. SURVEY OF BOOK AS A WHOLE: ZECHARIAH

Apply instructions for survey of books as wholes to this book.

**GROUP FOUR: 30%****LESSONS XI - XIII**

## LESSON XI. INTERPRETATION, EVALUATION, APPROPRIATION: AMOS 9:7-15 OR ZECHARIAH \_\_\_\_\_.

Interpret, evaluate and appropriate this passage following distributed instructions for these tasks.

## LESSON XII. SURVEY OF MALACHI AS A WHOLE

Survey this book, using and adapting distributed instructions.

## LESSON XIII. INTERPRETATION, EVALUATION, APPROPRIATION

## MALACHI 3:16-18

1. Interpret Malachi 3:16-18 in its book context.
2. Evaluate and Appropriate
3. This study should indicate your skills in inductive Bible study and should represent a synthesis of previous studies in the Twelve Prophets insofar as they relate to an understanding of Malachi 3:16-18. In this process give careful consideration also to the significance of 4:4-6.
4. Use and adapt distributed instructions in this work.

God bless you.

**LECT BIBLIOGRAPHY**

See Section I below for extended bibliographies

**A. METHODOLOGY & HERMENEUTICS** (Including popular presentationsp)

Alter, Robert A. *The Art of Biblical Narrative*. Basic Books, 1981.

\_\_\_\_\_. *The Art of Biblical Poetry*. Basic Books, 1985.

\*\*Blair, Edward P. *The Bible and You*. Abingdon-Cokesbury, 1953.

Brueggemann, Walter. *Texts Under Negotiation: The Bible and Postmodern Imagination*. Fortress, 1993.

Carson, D. A. *Exegetical Fallacies*. Baker, 1984.

Cotterell, Peter and Max Turner. *Linguistics and Biblical Interpretation*. Downers Grove: InterVarsity, 1989.

\*\*Eberhardt, Charles R. *The Bible in the Making of Ministers*. Association Press, 1949.

Felder, Cain Hope. *Troubling Biblical Waters: Race, Class, and Family*. Orbis Books, 1989.

Goldingay, John. *Models for Scripture*. Grand Rapids: Eerdmans, 1994.

Hayes, John H. and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. revised edition. John Knox, 1987.

Hays, Richard B. *The Moral Vision of the New Testament*. HarperSanFrancisco, 1996.

Kaiser, Otto and Werner G. K  mmel. *Exegetical Method: A Student's Handbook*. Trans. E. V. N. Goetchius. Seabury, 1963.

Kaiser, Walter C., Jr. *Toward An Exegetical Theology*. Baker, 1981.

\*\*Kuijt, Howard T. *These Words Upon Thy Heart*. John Knox, 1947.

Longman, Tremper III. *Literary Approaches to Biblical Interpretation*. vol. 3 of *Foundations of Contemporary Interpretation*. Grand Rapids: Zondervan, 1987.

\*\* Miller, Donald G. *The Way to Biblical Preaching*. Abingdon, 1957.

Osborne, Grant. *The Hermeneutical Spiral*. InterVarsity, 1991.

Powell, Mark Allan. *What Is Narrative Criticism?* Guides to Biblical Scholarship, New Testament Series. Minneapolis: Fortress, 1990.

Silva, Mois  s. *Has The Church Misread the Bible? The History of Interpretation in Light of Current Issues*. Vol. 1 of *Foundations of Contemporary Interpretation*. Grand Rapids: Zondervan, 1987.

Tate, W. Randolph. *Biblical Interpretation: An Integrated Approach*. Hendrickson, 1991.

Thiselton, Anthony C. *New Horizons in Hermeneutics*. Eerdmans, 1992.

Thompson, David L. *Bible Study That Works*. Revised edition. Nappanee, IN: Evangel Press, 1994.p

Traina, Robert A. *Inductive Bible Study Reexamined in the Light of Contemporary Hermeneutics,    Interpreting God's Word for Today*. Ed. J. E. Massey and Wayne McCown. Warner, 1982.

\*\* \_\_\_\_\_. *Methodical Bible Study*. 1952. Zondervan, 1982.

**B. PROPHETIC LITERATURE and THE TWELVE**

Arnold, Bill T. and Bryan E. Beyer (eds). *Readings from the Ancient Near East*. Readings from the Ancient Near East. Baker, 2002.

Achtmeier, Elizabeth. *Preaching From the Minor Prophets*. Eerdmans, 1998.

- Blenkinsopp, Joseph. A History of Prophecy in Israel: From the Settlement in the Land to the Hellenistic Period. Revised and enlarged. Atlanta: John Knox, 1996.
- Carrol, Robert P. When Prophecy Failed: Cognitive Dissonance in Prophetic Traditions of the Old Testament. New York: Seabury, 1979.
- Childs, Brevard S. Introduction to the Old Testament As Scripture. Philadelphia: Fortress Press, 1979.
- Clements, R. E. Prophecy and Covenant. Studies in Biblical Theology. London: SCM, 1965.
- Davies, L. J. D. L. The Origin and Development of Early Hebrew Prophecy. Bonn: Rheinischen Friedrich Wilhelms Universitat, 1959.
- Donner, Herbert. Israel Unter den Volkern. Leiden: Brill, 1964.
- Harrison, Roland K. Introduction to the Old Testament. Eerdmans, 1969.
- Heschel, Abraham. The Prophets. 2 vols. New York: Harper, 1969.
- Hyatt, J. P. The Prophetic Criticism of Israelite Worship. Cincinnati: H. U. C. Press, 1963.
- Interpreting the Prophetic Tradition. Introduction by H. M. Orlinsky. Cincinnati: H. U. C. Press, 1969.
- Johnson, Aubrey R. The Cultic Prophet in Ancient Israel. Cardiff: University of Wales, 1962.
- Jones, Barry Alan. The Formation of the Book of the Twelve. Alpharetta, GA: Scholars Press, 1995.
- Koch, Klaus. The Prophets. Trans. Margaret Kohl. 2 vols. Philadelphia: Fortress, 1982, 1983.
- Kraeling, Emil G. H. The Prophets. Chicago: Rand McNally, 1969.
- Lindblom, Johannes. Prophecy in Ancient Israel. Oxford: Blackwell, 1962.
- Nogalski, James D. & Marvin A. Sweeney (eds.). Reading and Hearing the Book of the Twelve. Number 15 SBL Symposium Series. Atlanta: Society of Biblical Literature, 2000.
- Ortland, Raymond C., Jr. Whoredom: God's Unfaithful Wife in Biblical Theology. New Studies in Biblical Theology. Eerdmans, 1996.
- Petersen, David L. The Roles of Israel's Prophets. Journal for the Study of the Old Testament Supplement Series, 17. Ed. David J. A. Clines, Philip R. Davies and David M. Gunn. Sheffield: JSOT, 1981.
- Prophecy in the Old Testament. Interpretation. January, 1978.
- Robinson, T. H. Prophecy and Prophets in Ancient Israel. 2nd ed. London: Duckworth, 1953.
- Scott, R. B. Y. The Relevance of the Prophets. Rev. ed. New York: Macmillan, 1968.
- Weems, Renita J. Battered Love: Marriage, Sex, and Violence in the Hebrew Prophets. Overtures to Biblical Theology. Minneapolis: Fortress, 1995.
- Watts, James W. and Paul R. House. (eds.). Forming Prophetic Literature: Essays on Isaiah and the Twelve in Honor of John D. W. Watts. JSOTSup 235. Sheffield: Sheffield Academic Press, 1996.
- Young, Edward. My Servants the Prophets. Grand Rapids: Eerdmans, 1952.

### C. Approaches to Prophecy

- Alter, Robert. The Art of Biblical Poetry. Basic Book, 1985. pp. 137-162.
- Blaising, Craig A. and Darrell L. Bock (eds.). Dispensationalism, Israel and the Church: The Search for Definition. Zondervan, 1992.
- Bright, John. The Authority of the Old Testament. John Knox, 1967.
- Bultmann, Rudolph. "Prophecy and Fulfillment," Essays on Old Testament Interpretation. Ed. C. Westermann, trans. J. Luther Mays. John Knox, 1963. pp. 50-75.
- Feinberg, John S. (ed.). Continuity and Discontinuity: Perspectives on the Relationship Between the Old and New Testaments. Crossway Books, 1988.
- Hasel, Gerhard. Old Testament Theology: Basic Issues in the Current Debate. Revised edition. Eerdmans, 1972. pp. 105-128 (earlier edition pp. 65-80).
- Jemielni, Thomas. Satire and the Hebrew Prophets. Literary Currents in Biblical Interpretation. Louisville, KY: Westminster/John Knox, 1992.

Kaiser, Walter C., Jr. Toward an Old Testament Theology. Zondervan, 1978. pp. 16-32, 182-185, 263-269.

Pinnock, Clark. Biblical Revelation. Moody, 1971. pp. 208-227.

Rad, Gerhard von. The Message of the Prophets. London: SCM, 1968.

Ramm, Bernard. Protestant Biblical Interpretation. Baker, 1970. pp. 215-275 (earlier edition, pp. 138-176).

Zimmerli, Walter. "Promise and Fulfillment," Essays on Old Testament Hermeneutics. John Knox, 1963. pp. 97-108, 113-122.

For prophetic literature in general, see An Annotated List of Biblical Resources (Bibliography G below)

### D. HISTORICAL-CULTURAL SETTING OF THE TWELVE

- Ackroyd, Peter R. Exile and Restoration: A Study of Hebrew Thought of the Sixth Century B.C. Old Testament Library. Westminster Press, 1968.
- Arnold, Billy T. and Bryan E. Beyer (eds.). Readings From the Ancient Near East: Primary Sources for Old Testament Studies. Encountering Biblical Studies. Baker, 2002.

Bright, John. A History of Israel. 4<sup>th</sup> edition with introduction and appendix by Wm P. Brown. Westminster John Knox, 2000.

Gottwald, Norman K. The Politics of Ancient Israel. Library of Ancient Israel. Westminster John Knox, 2001.

Matthews, Victor H. and Don C. Benjamin. Social World of Ancient Israel 1250 – 587 BCE. Hendrickson, 1993.

Miller, J. Maxwell and Jon H. Hayes. A History of Ancient Israel and Judah. Westminster Press, 1986.

Miller, Patrick D. The Religion of Ancient Israel. Library of Ancient Israel. Westminster John Knox, 2000

Vaux, Roland de. Ancient Israel: Its Life and Institutions. Eerdmans, 1997.

### E. INDIVIDUAL BOOKS

For individual books, see Biblical Resources for Ministry (Bibliography G below).

### F. WORD STUDY RESOURCES

Concordances and Indexes

Alsop, John., ed. An Index to the Revised Bauer-Arndt-Gingrich Greek Lexicon. Zondervan, 1979. Ref PA 881 .R38 1979

Brown, Francis. The New Brown - Driver - Briggs - Gesenius Hebrew and English Lexicon. Hendrickson, 1979. [This work is keyed to



Strong's concordance.]

Einspahr, Bruce, ed. Index to Brown, Driver, and Briggs Hebrew Lexicon. Chicago, 1976. Ref. PJ 4833 .G41 1962

Goodrick, Edward W. and John R. Kohlenberger III (eds.). The NIV Exhaustive Concordance. Zondervan, 1990. Ref. BS425 .G62 1990

Kohlenberger, John R., III, and Edward Goodrick, eds. The NIV Exhaustive concordance. Zondervan, 1990. [Keyed to Strong's concordance.]

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## H. BIBLIOGRAPHIES FOR BIBLICAL AND THEOLOGICAL STUDIES

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## ENTATIVE SCHEDULE FOR SEMESTER

Group I: 15% LESSONS I-II		
Week 1	02/10	I. Review Syllabus <b>BSTW critique due</b>
Week 2	02/17	II. JONAH Survey (Peer consult)
Group II: 20% LESSONS III – VI		

Week 3	02/24	III. JOEL Survey (Peer consult) <b>History chart due (2/26)</b>
Week 4	03/03	IV. AMOS Survey <b>ANE Readings Due (3/05)</b>
Week 5	03/10	V. JOEL 2:32 Interpretation (Peer consult)
Week 6	03/17	VI. HOSEA Survey
<b>Group III: 30% LESSONS VII – X</b>		
Week 7	03/24	VII. HOSEA 2:2–20 Interpretation & Evaluation (Peer consult)
<b>March 30–April 5 Spring Reading Week</b>		
Week 8	04/07	VIII. ZEPHANIAH Survey
Week 9	04/14	IX. HABAKKUK 2:4 IE&A
Week 10	04/21	X ZECHARIAH Survey
<b>Group IV: 30% LESSONS XI – XIII</b>		
Week 11	04/28	XI. ZECHARIAH IE&A
Week 12	05/05	Catch up and advance prep week
Week 13	05/12	XII. MALACHI Survey
Week 14	05/19	XIII. MALACHI IE&A Final integrative lesson & class session, 6:15 – 9:00 p.m Class meets the entire session to process lesson.
<b>5% PARTICIPATION</b>		

**\*\*** Indicates a classic in the field of Inductive Bible Study.

Particularly helpful for students without competence in biblical languages